

**Middle East Technical University
Faculty of Education
Department of Elementary Education**

**ECE 503
Advanced Child Theory**

Instructor: Assist. Prof. Dr. Feyza Erden

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Office: #115 Monday 10.00-11.30

Wednesday 13.30-15.00

Class hours: Thursdays 13:40-16:30 (EF13)

General Comments:

If you have any questions, concerns, suggestions, or problems with the course, address them in open class discussions. If these problems affect you individually, please do not hesitate to e-mail or call me. I encourage and look forward to your participation and successful completion of this course.

Course Description:

This course is designed to study the most influential theories of child development in detail. Evaluation, comparison, and application of the theories will be emphasized.

Learning Outcomes:

At the end of the semester, students should be able to:

1. Indicate a working knowledge of different theories of human growth and development including an understanding of the terminology usually associated with these theories.
2. Acquire a knowledge of alternative perspectives regarding important issues in Early Childhood Education.
3. Be able to analyze and apply theories and perspectives on learning and development to currently used approaches to classroom instruction.

Course Outline:

1. What is a theory? What is a developmental theory? Of what value is a developmental theory? The characteristics of good theories.
2. The Psychoanalytic Tradition: Freud's Theory of Psychosexual Development
3. The Psychoanalytic Tradition: Erikson's Theory of Psychosocial Development
4. Behavioristic Approach
5. Bandura's Social Learning Theory
6. Piaget's Cognitive Development Theory
7. Vygotsky's Social Historical Theory
8. Information-Processing Theories
9. Kohlberg's Moral Development Theory
10. Ethological Theories: Bowlby and Ainsworth
11. Mahler's Separation/Individuation Theory
12. Chomsky's Theory of Language Development

Textbooks:

Crain, W. (2005). *Theories of Development: Concepts and Applications* (Fifth ed.). Upper Saddle River, NJ: Pearson.

Engler, B. (2003). *Personality Theories: An Introduction* (Sixth ed.). Boston, MA: Houghton Mifflin Company.

Green, M., and Piel, J.A. (2002). *Theories of Human Development: A Comparative Approach*. Boston, MA: Allyn & Bacon.

Miller, P.H. (2002). *Theories of Developmental Psychology* (Fourth ed.). New York, NY: Worth Publishers.

Thomas, M. (2005). *Comparing Theories of Child Development* (Sixth ed.). Belmont, CA: Thomson.

Teaching Strategies:

The instructional strategies used in this course will be varied and will include, but not be limited to cooperative learning, teacher and student-led discussions, individual and/or group presentations, lecture, teacher-student interaction, and other activities.

Course Requirements/Expectations:

- 1) **Attendance and participation:** Your active participation in the class is a significant part of the learning process for all of us. This includes participation in class discussions, regular attendance, prompt arrival to class, attendance throughout the entire class period and behavior which does not distract your classmates. Class starts on time. Attendance will be taken within the first 10 minutes of class. After 10 minutes, you will be accepted as absent for the day. It is your responsibility to check in with your professor for any emergencies prior to class. Three unexcused absences will result in the final course grade being lowered one letter grade. Please turn off your cell phones prior to entering the classroom.
- 2) **Final:** A final exam, which will address lectures and class discussions, will be administered.
- 3) **Term Paper:** You (in consultation with me) will choose a topic of interest that relates to one or more of the theories of child development. Paper topics must be approved by me. A proposal outlining your idea for the paper and at least three potential references must be submitted to me no later than April 7. Your paper will be minimum of 15 pages in length.
- 4) **Critique of articles:** You will find two current articles (1995 or later) related to child development theories from academic, peer-reviewed journals such as *Child Development*, *Developmental Psychology*, *Merrill Palmer Quarterly*, *Child Study Journal*, etc. For each article, you will prepare a written critique (3-4 pages). Your critiques will include both the summary of the articles and your thoughts, questions and the ideas about the articles.

Important Information:

Your assignments are expected to be neat in appearance. Spelling, grammar and syntax are important. All written material must be typed (12 pt) with spacing at one and a half lines. It is therefore of the utmost importance that you proofread your papers before handing them in. Each paper must be presented in accordance with the style requirements detailed in the *Publication Manual of the American Psychological Association* (5th ed.). Only those papers submitted on or before the due dates will be graded. Late papers will not be accepted.

Tentative Schedule:

Week 1	24/02/05	Discussion of Syllabus
Week 2	03/03/05	What is a theory? What is a developmental theory? Of what value is a developmental theory? The characteristics of good theories.
Week 3	10/03/05	Freud's Theory of Psychosexual Development
Week 4	17/03/05	Erikson's Theory of Psychosocial Development
Week 5	24/03/05	Behavioristic Approach
Week 6	31/03/05	Bandura's Social Learning Theory
Week 7	07/04/05	Piaget's Cognitive Development Theory
Week 8	14/04/05	Vygotsky's Social Historical Theory
Week 9	21/04/05	Information-Processing Theories
Week 10	28/04/05	Kohlberg's Moral Development Theory
Week 11	05/05/05	Chomsky's Theory of Language Development
Week 12	12/05/05	Ethological Theories: Bowlby and Ainsworth
Week 13	19/05/05	HOLIDAY
Week 14	26/05/05	Mahler's Separation/Individuation Theory

Evaluation Criteria:

<i>Course requirement</i>	<i>Due date</i>	<i>% of final grade</i>
Article critique 1	March 31	15
Article critique 2	April 28	15
Term paper	May 12	30
Final	Announced later	40

The above schedule and procedures in this course are subject to change in the event of extenuating circumstances. You will be notified of any changes in class.

Academic Ethics:

All assignments you hand in should be the result of your effort only. Academic dishonesty, including any form of **cheating** and **plagiarism** will not be tolerated and will result in failure of the course and/or formal disciplinary proceedings usually resulting in **suspension** or **dismissal**. Cheating includes but is not limited to such acts as; offering or receiving unpermitted assistance in the exams, using any type of unauthorized written material during the exams, handing in any part or all of someone else's work as your own, copying from the Internet. Plagiarism is a specific form of cheating. It means using someone else's work without giving credit. Plagiarism is a literary theft. Therefore, you have to acknowledge the sources you use in your assignments.